

# *Documents on Diplomacy: Lessons*

## *John Jay & Federalist No. 4*

Standard:

II. Time, Continuity, and Change  
V. Individuals, Groups, and Institutions  
VI. Power, Authority, and Governance  
IX. Global Connections  
X. Civic Ideals and Practices

Grade Level: 9–12

Objectives:

The student will:

- Work cooperatively in groups to present findings effectively
- Comprehend themes presented in a primary document
- Organize information found in the primary document
- Analyze the pros and cons of John Jay's Federalist No. 4
- Express opinions substantiated by fact
- Use writing as a tool to express thoughts on the documents

Time: 2–3 class periods (based on number of documents selected)

Materials: Documents: **1787** *John Jay's Federalist No. 4*

Resources: *John Jay & Federalist No. 4 Graphic Organizer*

Materials: Markers  
Newsprint paper

Procedures:

### *Setting the Stage:*

John Jay played an important role in shaping our Federal Government. Jay was a politician from New York who served as Secretary of Foreign Affairs under the Articles of Confederation, as well as ambassador to both Spain and France. He later served as the first Chief Justice of the U.S. Supreme Court (1789–95) and Governor of New York (1795–1801.) In 1787, Jay was a strong proponent of the proposed Constitution and drew upon his foreign policy experience to argue for improvements to the conduct of diplomacy.

### *Part 1*

1. Organize students into groups of five (5). [Note: Assigning this activity to individual students may require more class periods.]
2. Pass out the document *Federalist No. 4* and the graphic organizer to students.
3. Students should be assigned one of these themes: war, trade, treaties, or defense.

4. Have students read the primary source document.
5. When the first reading is completed students should begin categorizing any information that is part of their assigned theme. Students may cite the information placed in the theme as an advantage to being part of one nation OR a disadvantage of being part of one nation.

When students have complete this task, they should discuss their individual findings within their groups. Students should then share and record the information from other group members. *[Note: If the lesson is being done individually, students should then form groups so that they can share their information and receive feedback.]*

*Part 2*

1. Group students according to themes.
2. Assign a number to each group.
3. Pass out newsprint to each group.
4. Pass out colored markers.
5. Have students within their group share advantages and disadvantages of each theme they examined in *Federalist No. 4*.
6. Use the following guiding questions and ask students to write a reflection on John Jay and *Federalist No. 4*.
  - a. What did you learn from this primary document? Substantiate from the document.
  - b. Was there one particular theme that you felt more strongly about? Why?
  - c. What do you believe that it would have been like had we had not been united as a nation and had to deal instead with small confederations of states? What might have been some issues?

Extension Activities:

1. In a letter addressed to John Jay and the people of New York, compose a persuasive essay in where you, as the writer, take a stand in agreement or in direct disagreement with *Federalist No. 4*.
2. Have a debate with a team of three students on each side. One side takes the stance of a unified government and the other the stance of a small government confederation being more appropriate.
3. Deliver a monologue to the class as to why John Jay was right or wrong with the reasoning of *Federalist No. 4*. Be sure to leave time for a question and answer period. (Be prepared to substantiate your talking points.) ■